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ABSTRACT

This booklet, written for students, discusses ways that students can work to end sex discrimination where it exists in their schools. Information is included on how to file a grievance; how to work with students, administrators and teachers on Title IX; how to run workshops; and how to publicize issues related to Title IX. Appended are a bibliography of resources: samples of compliance checklists, complaint letters, letters of confirmation, and newsletters; workshop designs; a student athletic interest inventory; an Office of Civil Rights directory; and a glossary. (Author/MK)

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TITLE IX:

An action guide for students

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Massachusetts Department of Education

A STUDENT GUIDE TO EQUAL RIGHTS: Part 3

UD 020 158

Prepared and written by the staff and students of the Student Commitment to Educational Equity project, sponsored by the Massachusetts Department of Education, Bureau of Student Services, and funded by a grant from the Women's Educational Equity Act Program.

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ABOUT THE SERIES

Students are often in the best position to know if their schools are discriminating against them on the basis of their sex. Working together or with teachers, parents and community groups, they can do a great deal to change discriminatory practices that exist in schools.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in the admission and treatment of students in education programs and activities receiving federal financial assistance. Sex discrimination in the employment policies and practices in these institutions is also prohibited.

This series was written by a group of high school students in Massachusetts who have been working to implement Title IX in their own schools and training students and teachers from other systems about discrimination and the law. The purpose of the series is to provide students with the information and resources needed to deal with sex discrimination in their schools. The series contains three handbooks:

Part I, "Sex Discrimination in Schools — A Student Perspective," discusses the problem of sex discrimination, what it is, where it exists in schools, how it can affect the lives of males and females and how Title IX can end discriminatory practices.

Part II, "Title IX: An Overview of the Law," explains in simple language each section of the Title IX regulations and gives examples of how they apply to schools.

Part III, "Title IX: An Action Guide for Students," discusses ways that students can work to end discrimination where it exists in their schools, including how to file a grievance, how to work with students, administrators and teachers on Title IX, how to run workshops and how to publicize issues related to Title IX.

This series is designed to make students aware of their rights as guaranteed by Title IX and to assist them in their efforts to obtain a sex-fair education in their own schools.

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HOW TO USE THIS BOOKLET

Although Title IX was passed in 1972, not all shcools are in compliance with the law. This means that some schools are not fully obeying the law. If your school is not in compliance or if school officials are taking a long time to adapt the school's policies and programs to the law, you and your fellow students suffer.

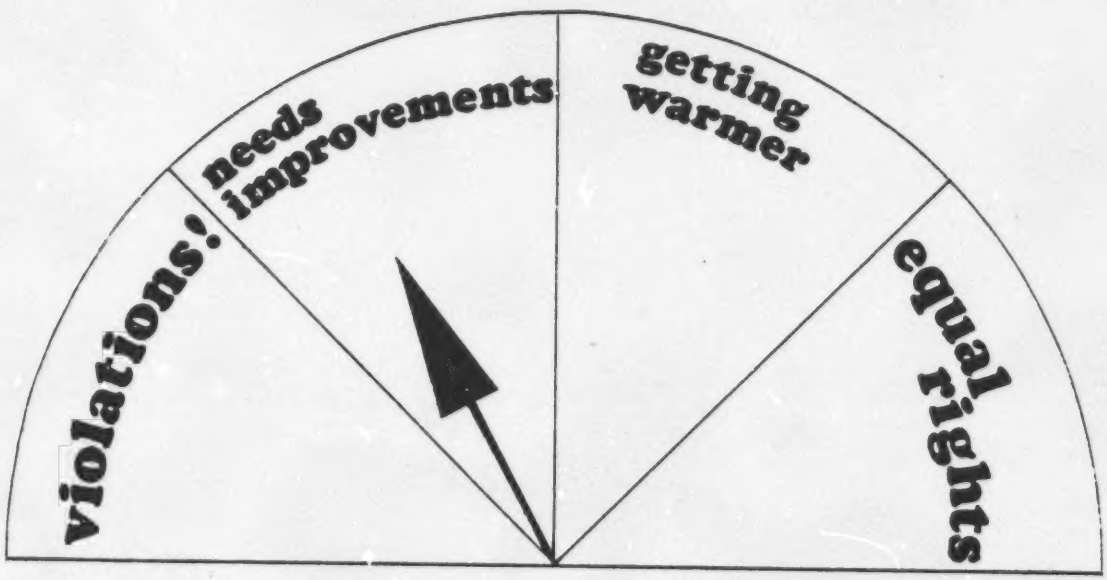
One of the most important questions for students concerned about sex discrimination is "What can be done about it?". Working on their own or with teachers, parents and/or administrators, students can be instrumental in changing discriminatory practices in schools.

You may be apprehensive about trying to change school policies and practices. You may also feel uncertain about how to begin or what the reaction of your teachers and school officials will be. However, you should not be afraid to stand up for your rights. The law requires schools to establish procedures for handling complaints from students about discriminatory practices. Understanding these procedures and knowing how to use them is the best protection you have against discrimination.

The "action steps" in this booklet will help you identify problems in your school and develop strategies for dealing with them. Once you have decided the best way to approach a problem, the appendices in the back of this booklet will provide you with the planning tools you need to begin. For example, if you wish to inform your student government about sex discrimination and Title IX, Appendix E will explain how to design a workshop.

Remember, Title IX exists to protect your rights. You have a responsibility to make sure it works.

WHERE DOES YOUR SCHOOL STAND?



You may already be aware of a specific case of discrimination. Suppose, for example, you know of a student who has been excluded from the debating team because the coach refuses to allow females on the team. In this case you should follow the grievance procedure outlined in the chapter entitled, "How to Handle a Grievance."

In other cases, problems may not be as obvious. There are two good methods for fining out what's happening in your school. The first is to make your own "compliance checklist" for areas in which discrimination may exist. Then find out the facts. The second method is to read your school's Title IX "self-evaluation". This record is public information and you have a right to see it. Each method is detailed below:

Make Your Own Compliance Checklist

The checklist is an organized way of finding out what your school is doing about Title IX. It is a good method to use if you think discrimination may exist in a particular area such as guidance or athletics.

To make up a checklist, first familiarize yourself with the Title IX regulations in the area of your concern. Read Part II of this series (Title IX, An Overview of the

Law), or the actual regulations. Once you understand the regulations, make a short list of what your school must do to comply. Sample checklists are included in Appendix B. Schools are only required to do what is stated in the regulations.

When your list is complete, find out the facts. Decide who has the information you need and how you can obtain it. Sometimes you may be able to answer the question on your own; other times you may need to talk with teachers, administrators or other students.

For example, consider the area of interscholastic athletics. Item 4 on your checklist might look something like this:

> 4. Schools must take into account the abilities and interests of members of both sexes in determining which sports programs to organize.

If your school sent out an athletics interest survey (see Appendix G) to all students, then you should be aware of it and will be able to check off item four. If your school has not used a survey of this type and you do not know what has been done, you must decide where to go for the information. In this case the best person to ask would be your school's athletic director. S/he would be the person responsible for assisting the school in complying with the regulation.

Read Your School's Title IX Self-Evaluation.

According to the regulations, each school must have completed a self-evaluation by the end of 1976. The evaluation must consider the current policies and practices of the school concerning admission and treatment of students in all areas and their effects on males and females. Schools must correct any procedures in conflict with the regulations.

Your school's self-evaluation must be kept on file and must be available to any student, teacher, parent or citizen who wishes to read it. Check with your principal's secretary to find out where it is kept. Read your school's self-evaluation for a complete picture of its compliance with Title IX.

Always be polite when you are asking for information. Explain to the teacher or administrator that you have read the Title IX regulations and are interested in finding out how programs in your school have been affected. If you have several questions to ask the same person, make sure you make an appointment or see that person when he or she has time to answer all the questions.

In most cases you should not have difficulty obtaining the information you need. However, some people may resent a student asking questions about Title IX. They may refuse to give you the information, and may even be rude. If this happens, don't lose your temper. Thank them for their time, then leave. If a teacher or administrator refuses to answer questions about Title IX, the next person you should see is your district's Title IX coordinator (see the next chapter). Since coordinators are responsible for ensuring that each school complies with Title IX, they should have the information you need.

If your compliance checklist indicates that your school may be in violation of the regulations, read the next chapter to decide what to do.

HOW TO HANDLE A GRIEVANCE

Title IX requires your school to establish a grievance procedure, a structured means for you to file a complaint if you think you've been discriminated against. This chapter outlines the steps to take if you think you have been discriminated against because of your sex.

If you have found an instance in which your school is not living up to Title IX, you can do something about it. To change a school policy, try to work within "the system", in other words, try to follow the orderly procedure that has been established by Title IX.

Following this route requires time and patience and necessitates speaking in front of adults like your principal, superintendent, or school committee members. It is, however, an effective way to have your complaint considered seriously, because the law protects your right to a sex-fair education.

In order to file a complaint first follow these informal steps. Only if they do not work should you attempt to follow a formal procedure.

(TALK TO THE PERSON) DIRECTLY INVOLVED

If you believe you have been discriminated against on the basis of your sex, first talk to the person most directly involved. For example, if your guidance counselor will not let females sign up for industrial arts or advanced science courses, ask him/her why female students are not allowed in the course.

The reason may be a school regulation or a personal decision of the guidance counselor or teacher. Clarify whether the discrimination you believe exists is the result of an individual's bias or a school-wide or system-wide policy.

Perhaps what you see as discrimination is only a misunderstanding which can be cleared up by a simple informal conversation. Some administrators and teachers may simply be unaware that the action discriminates and violates Title IX. Possibly you can convince the person directly involved to change the practice.

SPEAK TO YOUR PARENTS

After you have talked to the faculty person involved, (or before if you think they can help) tell your parents what you are doing and why. Explain to them what the situation is, how you feel your rights have been denied and what change you want to see happen. Parents, as taxpayers and voters, exert a tremendous influence on school officials and usually become very interested in school issues when their children are involved. Their support will be very helpful if your complaint takes the form of a formal grievance. Before you go on to speak with you principal you may want to have your parents speak with the person most immediately involved. Sometimes a teacher will give more serious consideration to a parent's complaint.

DO YOUR HOMEWORK

Make sure you have all the information necessary to explain what has happened and why you believe discrimination exists in the school. Obtain a copy of the Title IX regulations from the federal Department of Health, Education and Welfare (HEW) in Washington, D.C. or from your state Department of Education. Determine which sections apply to your case.

TALK TO YOUR PRINCIPAL

Since your principal is responsible for everything that happens in the school building, if Title IX is being violated (s)he should be told. Make an appointment to speak with your principal to ensure that you have sufficient time to explain your situation. When you speak with him/her, explain: (1) why you believe discrimination exists in the school (by referring to your particular case) and (2) how you believe it is in violation of Title IX (by showing what specific sections of the regulations apply). State your case simply, clearly and calmly. When you have finished your presentation ask your principal if (s)he would look into the problem.

As in previous steps, this may clear up the problem. Your principal may agree to

resolve the conflict or promise to investigate it. Give him/her a reasonable amount of time to respond to your complaint. However, if a week or two passes with no response, see the principal again and find out why nothing has happened.

Your principal may say that no discrimination exists in the school. Patiently listen to his/her point of view but try to avoid an argument. If you are not satisfied with your principal's response, simply repeat your request for him/her to look into the matter. If (s)he refuses, or if after investigating, (s)he believes that no discrimination exists, continue with the complaint procedure outlined below.

Unless you have talked with your principal, or have at least made efforts to do so, other officials in the school system may not listen to you. Even if your principal refuses to meet with you or to investigate the situation, you have fulfilled your obligation to inform him/her, and should go on to speak with the Title IX coordinator.

TALK WITH YOUR TITLE IX COORDINATOR

By law, every school system in the country must have a Title IX coordinator. This person is responsible for assisting in the coordination of efforts to enforce Title IX in your school system. If meeting with your principal has not resolved your concerns about sex discrimination, you should meet with the Title IX coordinator and request that (s)he look into the matter, outlining the problem as you did for the principal. Usually, your Title IX coordinator will be eager to help protect your rights and enforce the law. However, if (s)he is unhelpful, uninterested or does not agree that discrimination exists, you still have the choice of filing a formal Title IX grievance.

FILING A FORMAL GRIEVANCE

Up to this point, you have been working informally, meeting with school officials to resolve the problem. The purpose of these meetings has been to end a practice of sex discrimination you believe exists in your school. If the persons involved have agreed to change the policy or practice, or have convinced you that they are in compliance with Title IX, then you will not have to file a formal complaint. However, if your school system does not take your complaint

seriously, or does not resolve the problem to your satisfaction, filing a formal Title IX grievance may be the only way to end discrimination.

Review your situation carefully before engaging in a formal complaint procedure. If you are certain that the incident or practice involved is in violation of Title IX, begin the procedure. Each school is required to draw up a grievance procedure for Title IX complaints. You can obtain a copy from your principal's office.

Before you file a formal complaint with your school,try to organize support. Talk to your parents, your friends and their parents, student government members and your teachers. Explain to them what discrimination is occurring in the school, how it violates Title IX, and why it is important to stop it. Tell them what you have done so far, what you are doing now, and ask them to join with you in filing the complaint. A group grievance, a complaint filed by a number of people, will be taken more seriously and be acted upon more quickly than a complaint by an individual.

Since the grievance procedure is a formal process, you must know the facts. You and anyone filing the grievance with you should draw up a clear statement of your complaint.

HELPFUL HINTS

1. Take notes: During your meeting with your principal or Title IX coordinator, you might find it helpful to take notes. This will help you remember afterwards exactly what was discussed and decided during the discussion. Taking notes will also show your principal or Title IX coordinator that you are serious about ending sex discrimination and they will probably take you more seriously. Be careful, though; some adults may react angrily to a student taking notes during an "informal" discussion; they may think you are trying to trap them into saying something they will regret later. Use your own judgement when deciding whether or not to take notes at a meeting.

2. Going alone: You may feel more comfortable during a meeting if you take a friend, teacher or parent with you. Having a companion with you will not only give you more confidence but will also cause your principal or Title IX coordinator to listen more attentively. Also, if any disagreements arise later over what occurred at the meeting, the third person may be able to clarify the matter.

3. Letters of confirmation: After you meet with the faculty person directly involved, your principal, or Title IX coordinator during the informal grievance procedure, write a letter reviewing what was discussed during the meeting. Send one copy to the person with whom you met and keep one for yourself. This letter will ensure that there is no confusion between you and whomever you met with over what occurred at the meeting. The letter will show your principal and Title IX coordinator that you are serious in your intention to solve the problem, and will be a handy reference when and if you file a formal grievance or if disagreements over the outcome of the meeting arise later. (A sample letter is included as Appendix D).

The following information should be included:

* names and addresses of those filing the complaint;
* name(s) of the person or groups whom you believe have been discriminated against;
* names and addresses of the injured parties if there are three or less;
* name and address of the school and district offices;
* incident of discrimination that has occurred and area of Title IX you believe it violates;
* approximate date and/or duration of the discrimination;
* any other information you think is important to help people understand your complaint.

The basic steps of a model grievance procedure are as follows: (Your school's should be similar, but may not be exactly the same)

* detail complaint to principal in writing;
* if principal's response is unsatisfactory, detail complaint to Title IX coordinator in writing; and
* if Title IX coordinator's response is unsatisfactory, detail complain to school committee in writing.

As you see, by filing a grievance you may have to speak to the same people you met with before. However, the difference this time is that your complaint and the school officials' responses are in writing. By law, you MUST be given a hearing and MUST receive a written response.

At the same time or shortly after you file a complaint with your school system, you may wish to file a grievance with your regional Office for Civil Rights or the Office for Civil Rights in Washington, DC. If you wish to send a copy of your complaint to Washington, address it to:

Director, Office for Civil Rights
Department of Health, Education and Welfare
330 Independence Avenue, SW
Washington, DC 20201

Addresses of the regional office are found in Appendix H.

THE SCHOOL COMMITTEE HEARING

If your school's grievance procedure requires that you speak before the school committee or school board, preparing yourself for this meeting is very important. Come to the meeting with students who support your case or who have been affected by the same discriminatory practice. Speak to the committee clearly and confidently. Remember you have a law backing you.

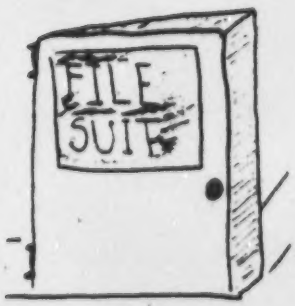
Your complaint will already have been sent to the committee. Answer any questions they have by referring to your notes and to any written responses you have received from your principal or school committee. Bring along a copy of the Title IX regulations for further reference. If your parents are supporting you, ask them to come to the hearing with you. They may want to speak to the committee as well.

Don't let the committee's questions upset or confuse you. If you don't know the answer to a question, tell them so; if you know the answer, simply tell them the facts, not what you think they want to hear. Most of the time, the school committee will be as interested as you are in solving the problem.

In some cases, however, the school committee may not take your complaint seriously or may resent you for being a "troublemaker." If you run into this type of criticism, be polite and courteous, but don't let a disinterested or hostile school committee deter your complaint.

If you fail to get your complaint solved at the local level,you have two choices left: you can ask for help from the regional Office for Civil Rights (if you have not already done so) or you can take your school system to court. You may want to contact an organization like the American Civil Liberties Union for assistance with this type of action.

AFTER YOUR HEARING



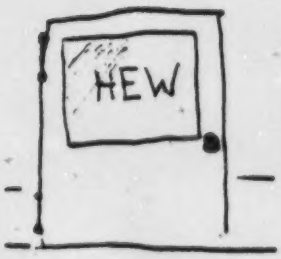
Within a reasonable time after your hearing, or approximately five days, you should receive a written notification of the hearing committee's decision. If the decision remedies the discriminatory practice or policy, the grievance procedure ends there. However, if the decision does not satisfy you, you can write to the Office of Civil Rights in Washington or your state Department of Education. Send copies of all the written documentation about your complaint and your hearing (see Appendix C for sample complaint letter).

A grievance procedure may not happen as easily as outlined in this handbook. Your school may not have a Title IX coordinator or a designated grievance procedure. You may meet with a lot of resistance to your requests for information. However, you should remember that Title IX states your school MUST have a Title IX coordinator and a grievance procedure. You have the right and the responsibility to see that Title IX is enforced.

Most school officials do not consciously discriminate against males and females. In many cases, they may not realize that a certain policy has that effect. They may not even be aware that the policy exists. Most school systems are acting with what the

law calls good faith — that is they ARE working to end discriminatory practices. In these schools an informal complaint procedure may work. Unfortunately, there may be some school systems and school officials who are not acting in good faith. In the latter case the formal Title IX grievance procedure may be your best approach.

WHAT HEW WILL DO



Under a 1976 court ruling, HEW is required to investigate all Title IX complaints against elementary and secondary schools within certain deadlines. While the ruling only technically applies to 17 southern and border states, HEW has repeatedly promised to use the same deadlines in resolving elementary and secondary school complaints in the other states too. HEW does not have to meet these deadlines on complaints against colleges and universities.

Here's how the process works:

When HEW receives your complaint, it must write you back promptly, acknowledging the complaint. If HEW thinks the complaint does not give enough information, the letter must tell you what additional information you need to send.

Once HEW has all the needed information, it has 90 days to investigate the charges. By the end of that time, HEW should have written the school district in an attempt to end the discrimination. If HEW cannot negotiate an agreement with the school district to end the sex discrimination, then the government has 30 days to begin the formal enforcement proceadings which could result in cutting off federal funds to the school district.

There are shorter deadlines for action when the situation is so urgent that the complaint is an "emergency". Loss of a job or threat of expulsion might be situations qualifying as emergencies.

HEW can stretch these time limits if a necessary witness is unavailable because of summer vacation, but it should not, under any circumstances, add more than 30 days after the end of the summer recess.

What happens if HEW is swamped by complaints? It may happen that a particular HEW regional office will have too many Title IX complaints to handle within the new time limits. The

regional office may postpone action on up to 20 per cent of its total caseload until the next year. However, any postponed complaints must be investigated within the following year.

If you think HEW is slow acting on your complaint, don't hesitate to call or write, urging them to move faster. It can't hurt, and sometimes it can help to speed up the process.

Is it worth filing a Title IX complaint? You are the only one who can really decide, but there are times when it can be very important.

* If you have been pressuring a school district to end sex-biased practices and the district has been slow or resistant to change, then sometimes filing a Title IX complaint will prompt quicker action.

* When HEW does intervene, its action carries weight. After all, the agency CAN cut off federal funds to the school district.

* HEW is likely to devote greater energy and resources to enforcing Title IX when it knows the public demands it. Complaints show HEW the demand is there.

HOW STUDENTS CAN PLUG INTO SCHOOL POLICY-MAKING

Following a formal or informal grievance procedure is only one of the methods available to students for dealing with sex discrimination. Other actions may be based on existing structures for student contribution to school policy-making, such as the student council, class officers, or faculty. You may want to suggest the creation of a special committee on Title IX issues. This section will describe some of these alternatives and explain how they might be organized in your school.

There is one important difference between the methods that will be described here and the Title IX grievance procedure previously discussed. Title IX REQUIRES schools to establish a grievance procedure and provides a means of enforcement through the Office of Civil Rights. Therefore, when schools receive a complaint of sex discrimination in the form of a grievance, they are legally bound to investigate the situation.

Though grievances are the most effective method for dealing with specific complaints, they may have little effect on other day-to-day practices and programs in your school. For this reason, involvement in you school's ongoing policy-making concerning Title IX is important. Schools ARE NOT REQUIRED by law to involve students in this process, but many administrators recognize that this is a valuable way to train students in leadership and to increase their participation and interest in school.

Involve Your Student Government.

If there are several students in your school who feel that Title IX is an important issue, or if you are a member of the student government, you can present it to your student council or class officers as a project for the year. You might suggest the formation of a Title IX subcommittee which would learn about Title IX, find out how it has affected your school and investigate any formal complaints from students. The committee might arrange to meet with your principal or Title IX coordinator to deal with any issues or problems it uncovers.

Work With the Title IX Coordinator.

Working with the Title IX coordinator can accomplish several goals. It is a good way of learning what your school is doing to comply with the law. If you have questions or concerns about your school's policies in guidance, athletics or any other area (but do not have a specific complaint) you can present them to the Title IX coordinator at an informal meeting. Explain what you are interested in finding out.

If you have organized a student interest group on Title IX, you may request regular meetings with the Title IX coordinator. These might take place on a monthly or bi-monthly basis. The success of this action will depend on the time and interest the students and the coordinator are willing to give.

Other Ideas

You can develop your own ideas for getting involved in Title IX issues in your school. They need not be as complex as forming a special committee or meeting with the Title IX coordinator. Here are some examples:

* write a monthly column in your school newspaper on issues related to Title IX (sex bias, sex discrimination, the Title IX regulations, etc.);

* volunteer to assist your guidance department in the planning and presentation of "Career Day" activities; suggest or help in collecting materials which depict men and women in a variety of roles;

* review your student rules handbook to make sure that none of the rules or regulations are in conflict with Title IX; or

* help to plan a student athletic interest survey to determine which teams and programs will best meet the interests and the abilities of the student body.

SPREADING THE WORD

Once you know about Title IX and what it means to your education, you might want to share this information with other students. This can be done in several ways.

Workshops and Assemblies

If you are comfortable speaking before small or large groups, presenting information at a workshop or assembly can be effective. You might organize a presentation with the help of your student government. You might also work with an interested teacher or even arrange to obtain credit for your civics or public speaking class.

In most schools, arrangements can be made to speak to a history or politics class, to hold a special assembly for interested students, or to speak at a regular school gathering. Check with your teachers or principal. In Appendix E you will find some sample designs for workshop or assembly presentations.

School or Local Newspapers

Another way of communicating this information is through short articles for your school or town newspaper. The articles can be a way of telling other students and adults about Title IX and what it means for your school. (For sample article, see Appendix F).

Speaking to Outside Groups

Speaking to the PTA, school committee or a church group can be an exciting as well as productive experience. Informing parents and other people in your community of Title IX helps them understand their children's rights, as well as their own rights.

Paper or Essay

You might want to write a paper or essay on Title IX and what it will mean for students in your school. The resource list in Appendix A includes the titles of books and articles about the law and about discrimination and bias in schools. Your paper, as well as these resources, could be shared with a class or a group of friends or teachers.

Once you have learned about the law, it is important that you share the information with others. Simply showing this handbook to a friend or speaking with people you know can be a way of helping other students or parents of students become aware of their rights. Once a student becomes aware of sex discrimination issues and the Title IX regulations, (s)he can begin to identify violations of these rights. This is the first step towards changing discriminatory policies.

APPENDIX A: BIBLIOGRAPHY OF RESOURCES

Resource Materials:

The following PEER publication materials will be sent to you upon request without any charge. We strongly urge that you write for them because they are an excellent source of information.

1. "Resources for Ending Sex Bias in Education"

2. "Cracking the Glass Slipper:
   PEER's Guide to Ending Sex Bias in Your Schools"

3. "Anyone's Guide to Filing a Title IX Complaint"

PEER (Project on Equal Education Rights)
1029 Vermont Avenue, NW
Suite 800
Washington, DC 20005

Curricula:

Feminist Resources for Schools and Colleges:
A Guide to Curricular Materials.
Feminist Press, Box 334, Old Westbury, New York 11568

History:

Century of Sturggle - The Woman's Rights Movement in the United States
Cambridge, MA: Harvard University Press, 1959.

Sexism in Education:

And Jill Came Tumbling After: Sexism in American Education.
Stacey, Judith; Bereaud, Susan;and Daniels, Joan (eds.)
Available from: Dell Publishing, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017

"Sexism in Education", Emma Willard Task Force on Education
Available from: Emma Willard Task Force on Education
Box 14229
Minneapolis, Minnesota 55414

Vocational Education

"Equal Vocational Education"
Lerner, Jane; Bergstrom, Fredell and Champagne, Joseph E.
Center for Human Resources
University of Houston, College of Business Administration
Cullen Boulevard, Houston, Texas 77021
single copies free

"Women in Non-Traditional Occupations: A Bibliography"
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Athletics:

"Shedding Light on Title IX - What You Need to Know to Make it Work."
Hogan, Candace Lyle, Woman Sports, February 1976

"Revolution in Women's Sports" Woman Sports, September 1974

APPENDIX B: SAMPLE COMPLIANCE CHECKLISTS

The sample checklists in this appendix can be used to determine how your school is fulfilling Title IX requirements. They cover the following areas: general requirements, admission to courses of study and athletics. You can make up your own checklists for other areas, based on your rights as described in Part II of this series or taken from a copy of the Title IX regulations.

You may discover that your school is not doing something it should in order to comply with the Title IX regulations. If so, first make absolutely certain that your facts are correct. You may want to have them verified by another person. If you make a complaint based on incorrect information, no one will take you seriously.

If your facts are correct, the next step is to decide how to handle the situation. The section entitled "How to Handle a Grievance" can help you make your decision.

CHECKLIST #1: GENERAL REQUIREMENTS

1. Have you and your parents or guardian received notice of your rights under Title IX?
2. Does your school district have a Title IX coordinator?
3. Have you been notified of the name and office address of your district's Title IX coordinator?
4. Has your school completed a Title IX self-evaluation?
5. Is the self-evaluation on file and available to students to read?
6. Has your school developed a grievance procedure for complaints of sex discrimination?
7. Have students and parents received information about the grievance procedure?

CHECKLIST #2: ADMISSION TO COURSES

1. Are all courses open to students of both sexes?
2. Have students in your school been notified of this?
3. Do all course descriptions and titles avoid referring solely to students of one sex?
4. Are all graduation requirements the same for males and females?
5. Are all of your gym classes coeducational? (Remember there are some exceptions: classes dealing exclusively with human sexuality, vocal music classes grouped by vocal ranges, and physical education classes involving contact sports).
6. Do teachers and guidance counselors support and encourage students who are interested in enrolling in courses which were previously restricted on the basis of sex?

CHECKLIST #3: ATHLETICS

Definitions:

Interscholastic sports: teams in your school which compete against teams from other schools. Participation is frequently based on athletic ability in a particular sport.

Intramural sports: teams for which participation is based on interest rather than ability. Intramural teams generally practice after school hours and play against other students from the same school.

1. Do all students have the right to participate in intramural sports?

2. Do all students have the right to try out for interscholastic sports?

3. Do your school's athletic programs meet the abilities and interests of both male and female students?

Suppose that you know of thirty males in your schools who are interested in track and field, but there is no such team for males. In this case your school would not be meeting the interests of the male students.

Consider another case. Suppose there are separate swimming teams for males and females in your school. Females are coached by Ms. X, who has recently received her degree. Males are coached by Mr. Z, who is one of the top swim coaches in the state. Sally and Ann are outstanding female swimmers. They feel they might not make the "Allstate" swim team unless they can benefit from the experienced coaching of Mr. Z. In this case, the school is not meeting the abilities of its students.

4. Make a list of the interscholastic teams offered by your school.

5. Are there any students in your school participating in an interscholastic sport that was previously considered for one sex? What sport?

6. Make a list of the interscholastic teams that are sex separate. How many are contact sports? For how many teams is participation based on competitive skill? Are there any additional sex separate teams?

7. In noncontact sports, are your school's intramural teams open to students of both sexes?

8. Do sex separate interscholastic teams have equal access to: coaching and academic tutoring? use of gym space and locker facilities? equipment, supplies and uniforms? medical training facilities and services? travel allowance? publicity? school support such as cheerleaders, bands, rallies, etc.?

9. Does your school athletic budget provide equal opportunity for males and females in athletics?

10. Is overall athletic opportunity equal for males and females (in other words, are there generally equal numbers of male and female participants in interscholastic and intramural activities?)

APPENDIX C: SAMPLE COMPLAINT LETTER

To file a complaint with the Office of Civil Rights, you will have to write a letter explaining your belief that discrimination has occurred. This letter can be sent by a group or individual who has been directly discriminated against or who has observed a discriminatory practice that affects others.

If you feel you may be harassed for the complaint, ask an interested organization to file it for you. Try the American Civil Liberties Union or National Organization of Women in your area.

An excellent guide for information about filing a Title IX complaint is:

"Anyone's Guide to Filing a Title IX Complaint"
PEER (Project on Equal Educational Rights)
1029 Vermont Avenue, NW
Suite 800
Washington, DC 20005

The following is a sample letter for filing a Title IX complaint:

Regional Director
Office for Civil Rigths
Region I, HEW
140 Federal St., 14th floor
Boston, MA 02110

Dear Mr. _____:

We are filing a complaint of sex discrimination under Title IX of the Education Amendments of 1972 against Berkeley High School, 124 County St., Berkeley, MA 02823.

We represent the Girls' Track Team of Berkeley High, a sex-separate team for females. A separate Boy's Track Team is provided for males. Our complaint is that the Girls' Track Team does not receive funding, support, or recognition equal to that given to the Boys' Team.

The Boys' Team has twenty-five members and receives $30,000 from the athletic department budget, while the Girls' Team - with eighteen participants - receives only $7586.23. The Boys' Team buys new uniforms and warmups every three years, and purchases new equipment (shot put, javelin, and the like) as needed. The Girls' Team cannot afford to purchase new uniforms or equipment - we must settle for "hand-me-down" boys uniforms and warmups (which we share with the Girls' Basketball Team) and must practice with the worn or broken equipment discarded by the Boys' Team.

In addition, the boys have the choice practice time on the track and in the weight room. Boys may use the track from 2:30 to 5:30 every afternoon and have preference in the weight room from 2:00 to 5:00 pm. Girls may only use the weights during their own study periods in the school day (when gym classes may be using them), since the

weight room is locked after the boys are done in the afternoon. The Girls' Team can use the track when the boys are done, but it begins to get dark soon after the girls begin and not much can be accomplished.

Furthermore, the high school trainer, Mr. Donald D____, who is supposed to help both teams, is often unavailable to the girls. Mr. D___, a male gym teacher, is available anytime during the day to help boys, and accompanies the Boys' Team to all its meets. He has never attended a Girls' Track meet, and girls must make appointments to see him by leaving notes in his office mailbox.

Finally, we do not receive equitable recognition for our efforts. Although both track teams finished third in their respective leagues (we feel our team would have done better had we had better facilities and support), the Boys' Team received much better local newspaper coverage - one lead sports article after each meet as opposed to three small artices over the entire season for the girls. The Girls' Track coach had to write the articles herself. The boys had a sportswriter from the local newspaper ride on the bus with them to and from meets to conduct interviews. No such interviews were conducted with girls.

This situation has existed since a separate track team for girls was formed in 1976. Since all teams are responsible to the Athletic Department, we first took our complaint to Mr. Kenneth H____, the athletic director. At our meeting of October 2, 1977, Mr. H____ informed us that budget restrictions imposed by the Berkeley School Committee prevented him from allocating more money to any sport. He argued that the Boys'Team needed more funding and better equipment than the Girls' Team because the boys were in a more competitive league and were under more pressure to win. He claimed that he could do nothing about the difference in local newspaper coverage since the paper is not affiliated with the school and thus the school cannot control its content. He concluded that we girls are lucky to have any track team at all, and should be satisfied.

We next complained to Mr. William B_____, principal of Berkeley High School. He responded by letter on October 29 (enclosed), saying that Mr. H____ was a capable and respected athletic director, and that he could find no reason to question Mr. H____'s decision.

Finally, we placed the issue on the Berkeley School Committee agenda. Without any debate, the Committee unanimously voted at its November 14th meeting to table the matter indefinitely (letter of complaint sent to School Committee and newspaper article concerning the November 14 meeting are enclosed).

We feel our rights under Title IX are being ignored by the Berkeley School System. We still cannot understand why the Girls' Track Team is not equitably funded and supported. We ask you to investigate this complaint and notify us of the procedures that you will follow. In addition we would like copies of all preliminary findings and all correspondence with the Berkeley School System.

The following are the addresses of the co-captains and the coach of the Girls' Track team who support this complaint. Please contact them if you need additional information:

Maryellen K____ (co-captain)
31 Holder Hill Road tel. (413) 714-1241
Berkeley, MA 02832

Jennifer C____ (co-captain)
14 Diamond St. tel. (413) 714-5919
Berkeley, MA 02832

Ms. Cheryl T____ (Girls' Track Coach)
19 Lynn Ave. tel. (413) 714-3624
Berkeley, MA 02832

Thank you for your consideration.

Maryellen K____,

Jennifer C____,

Ms. Cheryl T____,

Representing the Berkeley Girls' Track Team

APPENDIX D: SAMPLE LETTER OF CONFIRMATION

Mr. Kenneth H_____
Athletic Director
Berkeley High School
124 County St.
Berkeley, MA 02823

Dear Mr. H_____:

This letter is to confirm what we discussed at our October 29 meeting. The following are my recollections of the topics discussed and the final decisions made.

At the beginning of the meeting we voiced to you our concern that the Girls' Track Team was not as well funded or supported as the Boys' Track Team, and listed five instances of possible sex discrimination by the school system in its treatment of Girls' Track, as follows: 1) the Girls' Team receives substantially less funding from the athletic budget than the Boys' Team ($7586.23 for 18 members as opposed to $30,000 for 25 members); 2) the Boys' Team purchases new uniforms every 3 years and equipment as needed, while the girls must settle for "hand-me-down" uniforms and old equipment discarded by the Boys' Team, 3) the girls cannot use the weight room after school hours and must wait until the boys are finished practice to use the track, sometimes waiting until it is too dark to practice at all; 4) the high school trainer is not available to girls except by appointment; and 5) the Boys' Track Team receives much better local newspaper coverage than the Girls' Team.

You responded to our concerns by raising the following points: 1) the highly competitive nature and intense pressure of the league in which the Boys' Team participates justifies the amount of money spent on Boys' Track; 2) no more money can be allotted to Girls' Track because the Berkeley School Committee will not allow you to increase the athletic budget; 3) the Athletic Department can do nothing about poor coverage of Girls' Track in the local newspaper since the paper is neither affiliated nor controlled by the Berkeley School System. In light of the above considerations, you stated that the girls of Berkeley High should be satisfied that they have any track team at all, and that nothing could be done to rectify the situation.

We feel the above is a complete and accurate summary of our October 29 meeting. If you believe there are any inaccuracies or omissions, or would like any clarification, please contact us.

Thank you again for meeting with us.

Sincerely,

Maryellen K_____,

Jennifer C____,

Ms. Cheryl T___,

Representing the Girls' Track Team of
Berkeley High School

APPENDIX E: WORKSHOP DESIGNS

What is a workshop?

A workshop is a series of activities organized around a particular subject (in this case, Title IX). Workshops provide an informal setting that is different from a classroom. They are specifically designed to allow participants to talk with each other, to share information and experiences, and to move around and work in different groups.

This type of setting is helpful if you are dealing with a law like Title IX and issues of sex bias and discrimination. You may need to include time in the workshop for participants to recognize their own attitudes about the roles of men and women. Some individuals may be uncomfortable with the idea of women participating in traditionally "male" sports such as ice hockey or the idea of males taking courses in health care. For this reason, when sex roles and socialization are discussed, participants should be given time to consider and talk about their feelings. Sometimes the activities can help them think about things in a different way. A very important idea in a workshop is that you not only give people information, but also give them the chance to share information, experiences and attitudes.

When is a workshop useful?

Workshops can be used to help any group become familiar with Title IX and issues of sex discrimination and sex bias in schools. Some groups you may want to inform include your student government, your class officers, a group of students interested in athletics, a history class, or even a group of your friends. Students are not the only group you might want to inform about Title IX. Parent groups and teacher groups have an interest in the law as well. Don't be afraid to suggest to a parent or teacher group that you could offer them a workshop. They may be surprised at first to find that you're familiar with the subject, but they may be pleased to accept your offer. In some instances you may want to work with a teacher or parent to plan a workshop.

What would a workshop include?

Using all or part of the material in this section can help you present information on sexism and Title IX. You can use one or two of the activities presented on an informal basis with a small group of students, or you may decide to plan a more formal workshop for a larger group. Use your own judgement in deciding what will work best in your school. Following the description of a workshop model is a set of sample activities which you can use to plan your own.

1. Introduction/Goals for Session

Introduce yourself in a slow, clear voice. People want to know who you are, but more important, why they should listen to you. After you introduce yourself, give a brief (one sentence) description of what you actually do. You might want to tell people why you got interested in this topic.

Next have an agenda visible (a copy for each person is best) and explain briefly what the workshop will be like, stressing what you hope to accomplish. Make sure you answer any questions that people have. Don't be afraid to ask people to hold their questions if they are not appropriate at that time. If you do, DON'T FORGET THEM! Ask the person to write them down and/or remind you. Spend the time to ask people why they are there. What do they hope to accomplish? This perhaps can be done jointly with the group introducing itself - "my name is _____ from _____ and I'm here because

_____."* This can save you some real problems later on. As workshop leader, you must know what people expect, and how they feel about being there. If there is a problem, give people some options. They know what you have planned, they can stay or leave. Most times just recognizing that someone is "disappointed" "frustrated" "angry" will cause them to re-think their participation ("maybe I can get something out of this") and stay. Encourage this.

2. Getting People to Think About Their Bias

You should begin with an activity that gets people to "personalize" the issue of sexism - to ask themselves if they judge people on the basis of their sex. This can be a threatening exercise for most people for a number of good reasons:

a. They may be a group of strangers.
b. They are being asked to "get personal".
c. They may have to admit something that no one likes to — that they are biased.
d. They are concerned that if they admit it, the group or individuals may react negatively to them. (Including and most importantly you, the workshop leader.)

You must, therefore, work to put people at ease and urge them to participate. Explain the importance of looking at ourselves first. ("Until most people see how an issue affects them they won't do anything about it".) Reassure the group that "everyone is biased including me". Give a simple example of your own bias. If people see you as "one of them" they are more willing to work with you. Also, if you are willing to admit your bias, they might be too. In choosing your activity, try to be sensitive to the group, its needs and the workspace. Choose something that will get people interested and excited.

3. Overview of Law/Regulations

Stress that this presentation will be a brief overview. Restate the "spirit" of the law and move through the subdivisions, explaining the intent of each in a few sentences. You might want to use visual aids, such as posters, to help you present this information. Have a copy of the Title IX regulations available for people to look at and to use in answering questions. Allow time for people to ask questions. Don't be afraid to say that you don't know the answer. No one will expect you to be an expert. Assure people that you will check the answer for them if you can and ask them to see you after the session. DON'T READ TO PEOPLE! Encourage participants to study the regulations on their own. Try, in this session, to give people a general knowledge of the law.

4. What Does This Mean in My School?/Self-Evaluation

The regulations only have meaning to most people where they are seen in terms of their own school situation. To help people "translate" the regulations to their own school, use one of the following ideas. A simple "checklist" showing what must or must not be done in a specific area (i.e. guidance, admissions to courses, physical education,

- -

*You may include an activity here usually known as "getting acquainted" or an "ice-breaker". A simple introduction as described above is a type of "getting acquainted" exercise but there are many more that are a bit more "in-depth" and therefore require more time. Any of these should be examined for appropriateness with a particular group.

etc.) is a helpful beginning. A number of these types of checklists are given in Appendix B. Allow participants to work on this alone or together. Give time for questions and/or discussion. People may not be sure if a certain event or program is in fact biased or discriminatory. Urge people to look beyond simple "compliance" issues. Urge them to ask "why" whenever they find boys or girls grouped together in any program or activity. Stress the spirit of Title IX, by asking what is being done or what can be done to increase opportunities for all students.

5. Strategy Planning

Once general problems have been discussed, urge people to identify specific problems under each area (for example: problem area - guidance; specific problem - posters for certain careers and some schools hung in the guidance areas are biased — they do not represent all peoples in a fair manner.) Give the group some general format for planning strategies in a school. Allow time for people to work with the format on specific problems and present these either to a small group or the large group with time for reaction. Stress the need to examine the unique situation in each school. Urge people to really think about the situation in their own building and how those "political" and "social" realities affect this issue and any proposal for change.

As workshop leader, try to help each group or individual see the "strategy" in terms of activities, people responsible, and time required. Stress the need to set up deadlines for each "goal" and "activity".

6. Wrap-Up

Use the last few minutes of the workshop to review the goals of your group and to plan what your next steps will be. Make sure you thank everyone involved for their participation.

SAMPLE ACTIVITY: GETTING ACQUAINTED

Time: 20 minutes

Materials needed: none

Goal: To have group members learn more about each other. Everyone, except for the workshop leader, should participate.

Instructions:

The group should be seated in a circle, in chairs or on the floor. The workshop leader should begin by introducing himself/herself and then asking each person to state his/her name and the name of his/her school.

The leader then explains to the group that (s)he will name a category (for instance, "oldest child"), and anyone who belongs to that category should enter the circle and sit. Each person in the inner circle will be given a chance to make one statement about how it feels to belong to that category. When everyone in the circle has made a statement, they should return to the larger circle. The leader will then go on to the next category.

Suggested categories:

oldest child
youngest child
middle child
people born in your state
people born in other states
people born in other countries
people who play a musical instrument
people who jog
etc. use your imagination to think of new categories

SAMPLE ACTIVITY: SEXISM AWARENESS

Part I: the Collage

Time: 20 minutes

Materials needed: magazines
poster paper
scotch tape
scissors

Goal: To have participants collect and identify stereotyped roles assigned to men and women (and minorities) in the media.

Instructions:

The facilitator should divide the participants into groups of 3, 4, or 5, depending on the size of the overall group. For example, you might want to divide a group of twenty into five groups of four or a group of twelve into four groups of three. Explain to the groups that you would like them to make a collage of what the media presents as the "typical" female or the "typical" male. Each group should work on only one sex. If there are an even number of groups assign two groups to each sex. If there are an uneven number of groups you should assign the extra group to the "typical" female .

You may want to divide your collage groups on the basis of sex, asking one all male group to make a collage of the "typical" female and an all female group to make a collage of the "typical" male. Or you may want to try to try one mixed group, one male group, one female group, or two of each, or whatever. It may be easiest to have the participants count off to form groups. Use your own judgement. Explain to the groups that they will be given twenty minutes to complete their collage.

Workshop co-leaders should be available to assist groups that have questions concerning the instructions (they will), or need more materials, or whatever.

Part II: "The typical female is...," "The typical male is..."

Time: 15 minutes

Materials needed: poster paper and magic markers or a blackboard

Goal: To have the participants identify and make a list of the qualities our culture attributes to males and females.

Instructions:

The facilitator should begin by hanging the collages on a wall and asking the participants to look them over for several minutes.

Now have the group list the characteristics of the typical male and the typical female as presented in the collages. The facilitator should list these characteristics on the board.

Group leaders may add their own observations and should be ready to if the group is slow.

Possible questions to prompt the group:

1. How are females portrayed...what are they doing, who are they with, what do they say, how do they look?

2. Same questions for the typical male.

3. To what target population are these advertisements addressed? How do you think that affects their presentation?

4. Are the women portrayed alone, with men, with other women, with children? What about the men?

5. Are there any minority groups pictured? Are they presented differently than the whites?

Part III: Advantages and Disadvantages

Time: 30 minutes

Materials needed: poster paper and magic markers or blackboard

Goal: To help participants understand how cultural expectations, sex bias and sex role stereotyping affect the lives of males and females.

Instructions:

The facilitator should use the list of characteristics from Part II and discuss the advantages and disadvantages, or "costs" and "benefits", of being expected to have these qualities. This exercise is a good one for pointing out how sex role stereotyping affects the lives of both men and women.

SAMPLE ACTIVITY: CASE STUDIES

Time: 30 minutes

Materials needed: paper and pencils, poster paper and markers, or a blackboard and chalk

Goal: To help students apply their knowledge of Title IX to situations which might occur in school.

Instructions:

For this activity you might want to work with the entire group, or you may form several small groups. Give the group(s) time to consider one case and ask themselves the following questions:

1. What is the problem or issue presented in this case?

2. Do you think the situation described is unfair? discriminatory?

3. How do you think Title IX would apply to this situation? Which section of the regulations covers the problem?

4. As students, what might you do about a case like this?

After you have considered each case, discuss the issues with the whole group. There are no right or wrong answers to these questions. You shouldn't expect the group (or yourself) to know exactly how the law applies to each case, but you can decide which section of the regulations applies and draw up a list of further questions.

CASE #1

Recently the gym classes at Muscle Beach High School became co-ed. Male and female students are just begining to get used to being in gym classes with each other. In September they start with a unit on track and field. to complete the unit boys are required to run five miles non-stop and girls required to run only one mile. Lenox Thomas who is of average fitness objects to this discrepancy in requirements. He doesn't particularly enjoy running and feels he shouldn't have to fulfill this un-equal and unfair requirement just because he is a male. He decides to take the matter to his gym teacher Sargent Spike, and is given the following response: "That requirement is there because of the greater physical strength and endurance of males. If you're so darn weak you can't complete the requirement maybe you should take an incomplete and join your sister in the cooking class."

Lenox finds he has support from other students and decides to see what he can do about the requirement.

CASE #2

The town of Meadville has two highly selective high schools that serve exceptionally bright students; Wayne High for boys and Florence High for girls. Wayne High is able to accomodate 500 boys, while the smaller Florence High can accomodate 350 girls. Two girls take the admission examination for entrance to these specialized schools and receive scores of 122. Because of space allotment at Florence High girls

needed to score 133 to be accepted. That year boys applying to Wayne High School needed to score 120 for acceptance. The two girls appear before the Meadville School Committee and complain that the acceptance policy is "unfair and discriminatory". The chairperson of the School Committee replies, "Oh, come on girls. Let's be realistic. Boys need to be trained to assume leadership positions in society."

ACTION PLAN

1. State goal (Be specific. What do you want to change or implement?)

2. What section of Title IX might apply to this issue?

3. What obstacles exist for you in achieving this goal?

4. What solutions can you come up with for each obstacle?

5. Think about raising this issue in your school. Who are the people you could talk to who are: (list them)

   Supportive:

   why:

   Resistant:

   why:

   affected by what you do:

   why:

   interested in what you do:

   why:

   influential/powerful:

   why:

   Will they be for you or against you?

6. What groups inside or outside of school could help you or work with you? (Include newspapers and other media, parents' groups, student government, and the like.)

7. I will take the following steps in reaching my goal:

APPENDIX F: SAMPLE NEWSLETTER

Students and parents should be interested in learning about Title IX, a 1972 federal law which prohibits sex discrimination in education. The law states:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

In 1975, Title IX regulations were established. They explain more fully the responsibilities of schools for preventing sex discrimination. Title IX influences many aspects of school programs and policies. It means students cannot be denied admission to any school or course of study on the basis of their sex.

Title IX also states that graduation and course requirements must not differentiate on the basis of sex. This means that males cannot be required to take industrial arts and females home economics, unless both courses are required of both sexes. However, these courses may be made elective to either sex. Home economics and industrial arts courses cannot be sex-separate.

Student services and benefits, extra-curricular activities and athletics programs are other areas affected by the law. With regard to guidance and career counseling programs the regulation ensures a student's right to be advised and counseled without regard to sex. Students should be given educational and career information based on their own skills, interests and abilities.

If Title IX is to become truly effective, students and parents must be aware of their right to a non-sexist education. For further information you may contact Mr./Ms. X_____, the Title IX coordinator for this district.

APPENDIX G:
STUDENT ATHLETIC INTEREST INVENTORY

SAMPLE

SCHOOL: _____ GRADE LEVEL: _____ SEX: _____

I . . . Listed below are a number of sports activities. If you had the opportunity to learn and/or play these sports, how would you rate your level of interest? Circle the number next to each sport which best indicates your interest, ranging from extremely interested (5) to not at all interested (1).

	Extremely Interested	Moderately Interested	Slightly Interested	Not Very Interested	Not At All Interested
ARCHERY	5	4	3	2	1
BASEBALL	5	4	3	2	1
BASKETBALL	5	4	3	2	1
BOWLING	5	4	3	2	1
BOXING	5	4	3	2	1
CROSS-COUNTRY	5	4	3	2	1
CREW	5	4	3	2	1
CYCLING	5	4	3	2	1
FENCING	5	4	3	2	1
FIELD HOCKEY	5	4	3	2	1
FOOTBALL	5	4	3	2	1
GOLF	5	4	3	2	1
GYMNASTICS	5	4	3	2	1
ICE HOCKEY	5	4	3	2	1
INDOOR TRACK	5	4	3	2	1
JUDO	5	4	3	2	1
LACROSSE	5	4	3	2	1
SAILING	5	4	3	2	1
SKATING (figure)	5	4	3	2	1
SKATING (racing)	5	4	3	2	1
SKIING (downhill)	5	4	3	2	1
SKIING (cross country)	5	4	3	2	1
SOCCER	5	4	3	2	1
SOFTBALL	5	4	3	2	1
SWIMMING	5	4	3	2	1
TENNIS	5	4	3	2	1
TRACK AND FIELD	5	4	3	2	1
VOLLEYBALL	5	4	3	2	1
WRESTLING	5	4	3	2	1
OTHER (specify) _____	5	4	3	2	1

II . . . List in order of preference three sports presently not available in your school that you would most like to see introduced into the sports program. Indicate next to each sport listed how committed you would be to try out for and participate in that sport by circling the appropriate number.

	Extremely Committed	Moderately Committed	Slightly Committed	Not Very Committed	Not At All Committed
1. _____	5	4	3	2	1
2. _____	5	4	3	2	1
3. _____	5	4	3	2	1

III . . . List below any sports which are now available in your school but which you would like to see expanded. (For example, a student might desire to have additional junior varsity and freshman teams in basketball rather than have a new gymnastics program.) Indicate next to each sport listed how committed you would be to try out for and participate in that sport by circling the appropriate number.

Sport and Level of Team Desired (e.g., varsity, junior varsity, freshman, intramural)	Extremely Committed	Moderately Committed	Slightly Committed	Not Very Committed	Not At All Committed
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

IV . . . Describe below any difficulties (other than skill level required) that you have encountered in joining a sports team now available in your school. (For example, there could be problems with scheduling, practice times, transportation to practices, costs for providing own equipment, etc.) _____

APPENDIX H: OFFICE OF CIVIL RIGHTS DIRECTORY

REGION I — Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

	Telephone
Mr. John G. Bynoe Regional Director Office for Civil Rights, Region I Dept. of Health, Education and Welfare 140 Federal Street Boston, MA 02110	617-223-6397

REGION II — New Jersey, New York, Puerto Rico, Virgin Islands

Mr. William Valentine Acting Regional Director Office for Civil Rights, Region II Dept. of Health, Education and Welfare 26 Federal Plaza - Room 3908 New York, NY 10007	212-264-4633

REGION III — Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, W. Virginia

Mr. Dewey E. Dodds Regional Director Office for Civil Rights, Region III Dept. of Health, Education and Welfare Gateway Building, 3535 Market Street Post Office Box 13716 Philadelphia, PA 19101	215-596-6772

REGION IV — Alabama, Florida, Georgia, Kentucky, Mississippi, N. Carolina, S. Carolina, Tennessee

Mr. William H. Thomas Regional Director Office for Civil Rights, Region IV Dept. of Health, Education and Welfare 680 W. Peachtree St. NW Atlanta, GA 30308	404-881-3312

REGION V — Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Mr. Kenneth A. Mines Regional Director Office for Civil Rights, Region V Department of Health, Education and Welfare 300 South Wacker Drive Chicago, IL 60606	312-353-2521

	Telephone
Cleveland Office Office for Civil Rights Dept. of Health, Education and Welfare Plaza Nine Building 55 Erieview Plaza — Room 222 Cleveland, OH 44114	216-522-4970

REGION VI — Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Ms. Dorothy D. Stuck Regional Director Office for Civil Rights, Region VI Dept. of Health, Education and Welfare 1200 Main Tower Building Dallas, TX 75202	214-655-3951

REGION VII — Iowa, Kansas, Missouri, Nebraska

Mr. Taylor D. August Regional Director Office for Civil Rights, Region VII Dept. of Health, Education and Welfare Twelve Grand Building 1150 Grand Avenue Kansas City, MO 64106	816-374-2474

REGION VIII — Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Dr. Gilbert D. Roman Regional Director Office for Civil Rights, Region VIII Dept. of Health, Education and Welfare Federal Building 1961 Stout Street - Room 11037 Denver, CO 80294	303-837-2025

REGION IX — Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Islands, American Samoa

Mr. Floyd L. Pierce Regional Director Office for Civil Rights, Region IX Dept. of Health, Education and Welfare 100 Van Ness Avenue — 14th floor San Francisco, CA 94102	415-556-8586

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Region X — Alaska, Idaho, Oregon, Washington

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APPENDIX I: GLOSSARY

Complaint: information reported, verbally or in writing, about an act of discrimination in violation of a federal regulation. (Similar to a grievance).

Compliance: whether school policy or practice follows the requirements of the law. A school that has co-educational gym classes is in compliance with the Title IX regulations concerning gym classes.

Equal access: (when used in relation to Title IX) all courses, activities and benefits of a school equally open to all students. Equal access means that male and female students have the same opportunity to participate in any school program.

File a complaint: 1) Submit a formal letter about an act of sex discrimination to the appropriate school officials outlined in the school system's grievance procedure; 2) write a formal letter about an act of sex discrimination to the Office of Civil Rights in the Department of Health, Education and Welfare.

Grievance or complaint (used interchangeably in this handbook): claim that a particular set of rules has been violated. A Title IX grievance asserts that some policy or practice of an educational agency or institution is not in compliance with Title IX regulation requirements for non-discrimination on the basis of sex. A complaint or grievance may be informal (verbal) or formal (in writing).

Grievance procedure: the formal method outlined by a school system as required by Title IX, through which an individual or group may file a Title IX complaint or grievance and receive a fair hearing and resolution of the problem without fear of reprisal.

Group grievance: two or more individuals or groups filing a grievance together. For example, if a student wanted to report an act of discrimination and can persuade other people to add their names to the complaint, this would be a group grievance.

Hearing: presentation of information about an act of discrimination to a school committee or other group of authorities (for example, Title IX committee, the grievance committee).

Sex bias: "The underlying network of assumptions that says males and females are and should be different, not only physically, but also in their personalities, abilities, and occupations." Bias may be a conscious or unconscious attitude. (Amanda Smith, New Pioneers Project, North Carolina Department of Public Instruction)

Sex discrimination: denial of opportunity, privilege or participation on the basis of sex. Sex discrimination refers to the act of an individual or institution which differentiates in the treatment of individuals because they are male or female. Discrimination in the context of schools usually implies that a student has been prevented from full and fair participation in a school program or activity. Sex discrimination in schools is an act which does not comply with Title IX. (Michigan Department of Education, Guidelines for Eliminating and Preventing Sex Discrimination, 1976)

Sex-fair: any policy, practice or curriculum material (book, films, slide-tapes, video) that is free from sex-bias or sex-role stereotyping. This means the policy or materialtreats

individuals in an equal and fair manner without regard to sex.

Sex-role stereotype: association of certain characteristics with all the members of a particular sex.

> "A stereotype is based on the assumption that because a number of individuals share one attribute, e.g. race or sex, they are similar in all others. Stereotypes arise from our natural need to organize the world around us. They may result in over-simplified beliefs, attitudes or uncritical judgement. A sex role stereotype may be defined as the assumption that all males and females, because they share a common gender, also share common abilities, interests, values and roles."
> (Michigan Department of Education)

Title IX coordinator: under Title IX each school system must "designate at least one responsible employee to coordinate its efforts to comply with and carry out its responsibilities under this Regulation ..." This person can be a teacher, counselor, administrator or other paid school staff member. The position is usually not salaried, and therefore may become an additional responsibility to the individual's regular paid duties.

Unbiased: free from bias. An objective view.